DOCUMENT RESUME

ED 140 079 08 CE 011 510

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TITLE Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.
INSTITUTION Kennewick School District 17, Wash.; Mossyrock School District 206, Wash.
SPONS AGENCY Washington Research Coordinating Unit for Vocational Education, Olympia.
BUREAU NO 76-ATD-149-NP
PUB DATE Jul 76
NOTE 57p.; Best copy available

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *High School Students; Regional Cooperation; School Districts; School Surveys; Secondary Education; Skill Centers; State Surveys; *Student Attitudes; *Student Mobility; Student Motivation; Student Recruitment; *Travel; Vocational Counseling; *Vocational Education; Vocational Training Centers
IDENTIFIERS *Washington

ABSTRACT

To assess the attitude of high school students toward travel away from their home school for vocational training, a two-part study was conducted. The objective of the first part was to determine the number of students in the State of Washington who actually traveled away from their home schools for vocational training and of the second part to identify those factors which influence students' decisions to travel or not. Primary sources of data included information from the office of the State Superintendent of Public Instruction, earlier State studies, questionnaires, and telephone and personal interviews. A limitation of the study was that it was not based on a probability sample. It was found that while most students were willing to travel away from their home schools for vocational training, few actually did so. Factors found to influence a student's decision to travel or not included lack of knowledge and awareness of courses offered away from the home school, inability to relate their future occupational goals to the vocational courses offered, and career counseling and recruitment efforts. Students were also found to prefer to travel to a vocational training institution other than a neighboring high school. Finally, it was concluded that the keys to successful skill center operations include maintaining a good program reputation, establishing a good communication network, insuring the strong commitment of the participating districts, and choosing a good location. Appendixes include survey forms and results of surveys of students, administrators, counselors, and teachers. (Author/LMS)

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FINAL REPORT

Project Number 76-ATD(149)NP

ASSESSING HIGH SCHOOL VOCATIONAL STUDENTS' ATTITUDES TOWARD TRAVEL AWAY FROM THEIR HOME SCHOOLS

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

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July 1976

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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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July 1976

ACKNOWLEDGEMENTS

The author wishes to extend his sincere appreciation to the vocational directors in Washington State whose cooperation made the completion of this project possible. Mr. Gene Bigger, Director of the Washington State Research Coordinating Unit deserves credit for his tolerance and encouragement during the conduct of the study. Appreciation is also extended to the students, teachers, counselors, and other individuals who took their time to thoughtfully complete the questionnaires. Special thanks also goes to the fine efforts of the Social Research Center at Washington State University. Mr. Bernard Babbit, Director of the Social Science Data Processing Center, unselfishly gave many hours of his time to insure a timely completion date. Dr. Robert C. Roberts, Assistant Superintendent and Administrative Director of the Renton Vocational-Technical Institute, and Dr. Donald Orlich, Professor of Education, Washington State University, also deserve special recognition for their advice and counsel during the developmental phases of the project. The author also wishes to extend his appreciation to both the Kennewick and Mossyrock School Districts for serving as the sponsoring agencies. With all due respect to the efforts of the above-mentioned individuals, undoubtedly the author's wife, Dolores, deserves the most credit for insuring the eventual completion of the project.

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ABSTRACT

Introduction: The purpose of the study was to assess the attitudes of high school students toward travel away from their home schools. The study was divided into two major divisions. The objective of the first division was to determine the number of students that actually traveled away from their home schools for vocational training. Summary data collected from the Office of the Washington State Superintendent of Public Instruction and telephone interviews with school officials provided the primary sources of data for this component of the study. The objective of the second division was to identify those factors that influence students' decisions to travel or not to travel away from their home schools. The primary sources of data for this component were generated from:

1. questionnaires surveying the opinions of three relevant target groups (adults, traveling students, and non-traveling students).
2. a follow-up study of the Washington State ISD 112 Skill Center Feasibility Study.
3. conclusions drawn from a study concerning decreasing enrollments sponsored by the Milwaukie Skill Center in Portland, Oregon.
4. unstructured telephone and personal interviews with out-of-state administrators of vocational skill center operations.

General Findings: From the totality of data collected in this study, the investigator provided documentation that:

1. most students were willing to travel away from their home schools for vocational training, but few actually traveled.
2. both encouraging and discouraging factors exist that influence a student's decision to travel or not to travel for vocational training.
3. the most important discouraging factor was the lack of knowledge and awareness of the courses that are offered away from the home school.
4. more students would have traveled if they could have related their future occupational goals to vocational courses offered away from their home schools.
5. career counseling and recruitment efforts are important encouraging factors in influencing student decisions to travel.

6. students would prefer traveling to a vocational training institution other than a neighboring high school.

7. the keys to successful skill center operations include (not ranked in order of importance):

   A. maintaining a good program reputation. This includes high quality instructors, high program standards, an action-oriented curriculum, good placement opportunities (either on the job or to advanced training programs), and the recruitment of only those students who can profit from the training.

   B. establishing a good communication network. This will insure student awareness, spark student interest, and satisfy community and industry expectations.

   C. insuring the strong commitment of the participating districts. Commitment is manifested by cooperative efforts to solve problems, actively encourage student participation, and allocate sufficient resources.

   D. choosing a good location. The center should be located near the population center to insure sufficient numbers of traveling students.

CHAPTER 1

INTRODUCTION

Purpose of the Study

The State of Washington has officially declared a public policy to promote the development of vocational skill centers for high school students on a cooperative basis. Since 1968 the State of Washington has encouraged school districts to join in an effort to expand the scope of their vocational offerings. The cooperative ventures, called interdistrict cooperatives, have demonstrated varying degrees of success during the last five years. A trend, first of rapid development then decreasing involvement, has become apparent. The decrease in the number of cooperatives in operation during recent years (1974-1976) comes at a time when the State is encouraging cooperative skill center development.

Some vocational educators involved in now defunct interdistrict cooperative ventures have indicated that the primary reason the cooperative experienced difficulties was due to the fact that very few students were willing to travel. However, there is no evidence to support the contention that students are unwilling to travel. In fact, there are many examples of successful cooperative ventures in and around the United States. A research study sponsored by the Commission for Vocational Education was granted to document the degree of student travel. This information will be used to help districts decide whether or not to invest monies in a skill center operation. Obviously, if students from the outlying areas are reluctant to travel to a centralized facility, a great deal of time and money will be underutilized. Prior to this study, no empirical evidence was available to aid in the decision-making process for the State of Washington.

Some districts may decide not to participate in cooperative skill centers because they fear that their students will not travel. However, even if very few students will travel to rival high schools for vocational classes, this does not necessarily indicate they will be equally reluctant to travel to a separately identified vocational skill center. Unfortunately, a review of the literature provides little empirical evidence to support either contention. Hence, there is a need for this research study.

If vocational educators had confidence that they knew why students were willing or unwilling to travel, perhaps intervention techniques could be employed that would result in increasing the numbers of students who would travel. This concept serves as the basis for objective number two. Again,

prior to this study, there was virtually no empirical evidence that identified those factors that influence a student's willingness or reluctance to travel. If these factors were known, educators could then work to remediate problems and reinforce favorable factors and conditions. This study provides relevant data regarding the above issues.

Objectives

This study is entitled, "Assessing High School Vocational Students' Attitudes Toward Travel Away From Their Home Schools." The objectives of the study are to:

1. identify the actual number of high school students who travel away from their home schools to take advantage of vocational courses not offered in their home schools.
2. identify those factors that influence a high school student's decision to travel or not to travel to take advantage of vocational courses not offered at the home school.

Limitations of the Study

1. The results of the study are not based on a probability sample:
   - A. Due to logistical limitations the respondents were not picked randomly.
   - B. The investigator is not confident that all traveling and all relevant non-traveling students were identified.
   - C. The investigator is not confident that all the non-traveling students that were sampled were knowledgeable.
2. The researcher cannot be confident that every possible factor that significantly influences a student's decision to travel has been identified.
3. The effects of the parents and the home environment on the student's decision to travel are not known. This study was limited to the students' perceptions of their parents' feelings towards their travel.
4. The researcher cannot be confident that the students perceived the questions the way in which the researcher intended.

Methodology

The study was divided into two major components or objectives.

Objective #1: Identify the actual number of high school students that travel away from their home schools to take advantage of vocational courses not offered in their home schools.

An assessment of actual student travel consisted of collecting summary data from the Office of the Washington State Superintendent of Public Instruction. The 1973-1974 school year was established as the base year for determining the actual number of traveling students. The sample was further stratified to include only those districts that cooperated for at least three years. The purpose of such stratification was to reduce variability by:

1. surveying well-established cooperatives. (They were deemed to be more relevant informants).
2. surveying a larger sample size. (Several cooperatives have ceased operation since 1974).

The analysis attempted to establish:

1. how many full-time students traveled per district during the 1973-1974 base year.
2. what kind of training stations away from the home school were attended during the 1975-1976 school year (another high school, a community college, a vocational-technical institute, or a private vocational training school). This was verified by written, telephone, or personal communication.

Objective #2: Identify those factors that influence a high school student's decision to travel or not to travel to take advantage of vocational courses not offered at the home school.

Methods used to gather data for objective #2 were:

1. questionnaires surveying the opinions of selected target groups.
2. a follow-up study of the ISD 112 Skill Center Feasibility Study.
3. conclusions drawn from a study concerning decreasing enrollments sponsored by the Milwaukie Skill Center.
4. unstructured telephone and personal interviews with out-of-State administrators of vocational skill center operations.

Questionnaires

Three target groups were identified. They are:

1. students now traveling.
2. students that decided not to travel.
3. vocational administrators, teachers, counselors, and other knowledgeable adult informants.

Prior to developing the final instrument, five students who travel and five knowledgeable, eligible students who do not travel were asked (first individually, then as a group) to critique the preliminary instrument. Specifically, their task was to:

1. verify that all the relevant informants had been identified.
2. verify that all relevant factors were identified.
3. identify any irrelevant informants or factors.
4. verify the degree or extent that students understood the questions.

Several adults also critiqued the instruments on the same grounds. The adults included three vocational instructors of traveling students, three social researchers, two statisticians, and three vocational directors. The results of the validation efforts were then used to formulate the research instruments that were disseminated to the three target groups.

Students from nine interdistrict cooperatives representing 44 school districts were surveyed. All of the nine cooperatives sampled had experience with traveling high school vocational students. The vocational directors in each of the sample districts helped to identify relevant informants and to disseminate the instruments.

Virtually every known interdistrict cooperative in the State of Washington that presently has traveling students was sampled. Two student target groups were identified. More specifically, they were:

1. those students who travel away from the home school for vocational classes.
2. those knowledgeable students who were encouraged to travel but for some reason did not.

Logistic limitations determined the number of students in each target group that were sampled. In several instances this was virtually a 100% sample for traveling students. The total number of traveling students who responded to the questionnaire was 264. Identifying and surveying those students that were encouraged to travel but for some reason did not travel was more difficult as is reflected by the

smaller number (169) of non-traveling student respondents to the survey. (See Table I).

Vocational administrators, counselors, teachers, and other knowledgeable adult informants were also surveyed in an attempt to identify those factors and conditions that influence a student's willingness to travel. Virtually every vocational director in the State who had first-hand experience with traveling students was surveyed. These vocational directors then identified other relevant adult informants such as vocational counselors, administrators, and teachers. Also included in this sample were knowledgeable informants (known to the researcher) who had first-hand experience with traveling students. Vocational directors of now defunct cooperatives are examples of such informants. A total of 126 vocational administrators, counselors, teachers, and other knowledgeable adults responded to the survey. (See Table I).

TABLE I

REPORT OF TOTAL RESPONSES

RESPONDENT GROUPS	NUMBER OF RETURNED QUESTIONNAIRES
Traveling Students	264
Non-Traveling Students	169
Knowledgeable Adults	126

Follow-Up Study of ISD 112 Skill Center Feasibility Study

A follow-up study of the ISD 112 Skill Center Feasibility Study, "A Regional Occupational Needs and Program Assessments Study for Intermediate School District 112," (August, 1974) was conducted. The purpose of the follow-up study was to test the conclusion stating that 87.6% of the students would travel if they were interested in the course. A telephone interview was conducted to identify what courses were offered and how many eligible students indicated an interest in the course. This information was compared to the number that actually traveled.

Interviews of Milwaukie Skill Center Staff and Findings of the Milwaukie Skill Center Study

On-site interviews with teachers, counselors and administrators coupled with two telephone interviews with the assistant principal at the center aided the researcher in identifying

relevant, influencing factors and informants for this study. Also, the results of a study sponsored by the Milwaukie Skill Center regarding decreasing enrollments provided supportive evidence. The study was conducted to determine the causes of decreased enrollments in the Owen O. Sabin Occupational Skill Center in Milwaukie, Oregon. A random sample of Clackamas High School students were interviewed. Dr. Marshall Herron of the Northwest Regional Education Laboratory, Portland, Oregon, structured the techniques for interviewing North Clackamas High School Students (1975).

Interviews of Out-Of-State Vocational Educators

Unstructured telephone and personal interviews were conducted with the following persons:

1. Weldon Griffity, Skyline Skill Center, Dallas, Texas (telephone)
2. Joe GenSiracusa, San Jose Skill Center, San Jose, California (telephone)
3. John Provence, Oklahoma City Skill Center, Okalhoma City, Oklahoma (telephone)
4. Jewitt White, Gary Area Vocational School, Gary, Indiana (telephone
5. Ron Clendennan, San Jose Skill Center, San Jose, California (personal)
6. Bob Tone, Milwaukie High School, Milwaukie, Oregon (personal)
7. Jean Mackie, Milwaukie High School, Milwaukie, Oregon (personal)
8. Russ Roberts, Owen O. Sabin Occupational Skills Center, Milwaukie, Oregon (personal and telephone)
9. Paul Benninghoff, Benson Polytechnic High School, Portland, Oregon (personal)

CHAPTER 2

REVIEW OF THE LITERATURE

Once the need for vocational education in the public schools was established, there remained the problem of insuring that vocational education would be available to all school children in America. This was a problem for rural school districts with their low enrollments and low financial bases (Meaders, 1968). The magnitude of this problem is realized when one learns that 2/3 of our high schools are in rural areas; that of all the four year high schools in the country, 42% enroll fewer than 200 students; and that 20% of all youths in high school are in small schools (Oliver, 1964). In answer to this problem, scores of articles were published by leaders in vocational education who advocate area vocational centers* (Eddy, 1963; Law, 1964; Russo, 1965; Corplan Associates, 1966). A central location would be selected and surrounding schools would send their students to this central location to receive vocational training. The area vocational center would be a service organization--that is, it would provide a needed service (vocational training) to the sending schools. It was in no way intended to threathen the sending school's existence. All academic subjects would be taught at the home schools (Meaders, 1969). Many such area vocational schools have been established in the country, and many more are in the planning stages. In some areas, a separate vocational school was not established; rather, existing schools would combine resources to increase vocational course offerings by cooperating in sharing facilities and financial burdens. In these instances sometimes all vocational courses were offered at one of the cooperating schools, and sometimes vocational courses were offered at more than one of the participating schools.

Area vocational schools and inter-district cooperative ventures are relatively new to the modern educational scene. The first reference made to area vocational schools, revealed by a review of the literature, was in 1963. Because of their newness and because relatively few have been established, little has been published which evaluates their success. However, a review of the literature yields some pertinent information. Area vocational schools seem to have a positive influence on

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*It is interesting to note that the concept of shared-time is not new. Thomas Jefferson was opposed to the establishment of a theological school in the University of Virginia, but he suggested that divinity schools should be established near-by so University students could take divinity courses if they so desired. (Editorial in The Commonweal, May 22, 1964).

the improvement and expansion of business and industry in the areas where they are located (Meaders, 1967; Sanders and Dennis, 1971). This is important to the success of vocational centers because a majority of graduates are placed in the immediate geographical vicinity (Uxer, 1967). Students who attend vocational centers seem to display positive attitudinal changes towards education, and the public school drop-out rate often declines (Sanders and Dennis, 1971). In Minnesota, researchers reported that during two years of operation of an area vocational center, there was an increase in the number of students going to college and post-secondary vocational schools. In one center, three times as many students attended near-by post secondary vocational-technical institutes after the vocational center was established. Of seniors employed upon graduation, 74% had vocational training (Thomas and Smith, 1971).

More specialized courses are offered in vocational centers and in inter-district co-operative ventures than are normally found in rural public schools (Edsall, 1970). Schools within the service area of vocational centers or cooperatives often experience an emergence of pre-vocational programs (Sanders and Dennis, 1971). One research study indicated that the image of vocational education is higher among both staff and students in vocational centers than it is in public schools in general (Edsall, 1970). Thus establishing and utilizing vocational centers may in itself provide a partial solution to vocational education's low image problem.*

People who have been involved with area vocational schools or inter-district vocational cooperative ventures have identified what they believe to be influencing factors determining the success or failure of vocational centers. More than one writer has cited the positive support of guidance counselors, administrators, and boards of directors of the sending schools to be the <u>most important</u> ingredient of success of an area vocational school or

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*There is evidence that the low image of vocational education is improving. In an Oklahoma study, the general public had a more favorable perception toward vocational education than the other educational program then in operation. In an Illinois peer study, even though area vocational students were perceived to have lower prestige than the college-bound students, the vocational students were said to be the most likely to succeed as adults (Pourchot, 1973). A recent Washington State Vocational Advisory Committee study verified Oklahoma's findings. In a study in Missouri, students, professional school people, board members and parents all had favorable attitudes toward vocational education though the attitudes of professional school people and parents were significantly more favorable than those of students and board members (Rice, 1969).

an inter-district vocational cooperative (Meaders, 1969; Thomas and Smith, 1971; Wong, 1973; Robertson, 1972). One study indicated that there was a positive correlation between counselor's and administrator's attitudes about vocational education and the performance of their students in the vocational program (Gardner). A positive public relations program is essential to the success of an area vocational center or an inter-district cooperative (Thomas and Smith, 1971; Wong, 1973; Rice, 1969). This effort should be aimed at non-vocational faculty as well as the public at large, because better results have been obtained where academic teachers have contact with vocational teachers through meetings, field trips, and other exchanges (Sanders and Dennis, 1971). The public-relations program should be aimed at the entire area serviced by the inter-district cooperative or area vocational center. One successful method of disseminating information about an area vocational center has been for counselors to visit parents of potential students in the parents' homes (Thomas and Smith, 1971). One researcher predicted that area vocational centers would experience more success if parents, students, professional school people, and boards of education were better informed about the nature and purposes of course offerings and the operational procedures of area vocational centers (Rice, 1969).

Many inherent problems have been identified in vocational centers or inter-district cooperatives (Iwamoto, 1964; Whitman, 1966; Meaders, 1968; Wong, 1973; Inlow, 1966; Cole, 1967; Meaders, 1969; Rice, 1972; Rice, 1969). Scheduling and coordinating the program among participating schools has caused many problems. It is helpful if participating schools' calendars and class times are coordinated or if center scheduling can be fliexible (Rice, 1969). Student records often have to be transferred from one location to another. Planning and operating student transportation creates many problems.* Financial sharing has to be agreed upon. Some researchers feel that the sending schools will be more diligent in encouraging participation by their students if the financing is based on total student population rather than program population (Thomas and Smith, 1971; Wong, 1973).

The literature does not yield much information regarding non-administrative problems inherent in area vocational schools or interdistrict cooperatives. A few authors mention student detachment as a problem (Meaders, 1968; Meaders, 1969; Wong, 1973), and some emphasize the need for vocational guidance

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*Some participating schools in area programs do not provide transportation for their students but instead leave the problem to parents and/or students (Wong, 1973; Rice, 1969). Rice concludes that enrollment at skill centers will increase if the center provides student transportation.

counselors both at the vocational center and in sending schools (Meaders, 1969; Meaders, 1968; Schneider, 1966).

The seemingly obvious question of the willingness of students to participate in area vocational centers or inter-district cooperative programs is given little emphasis in the literature. Some evidence indicates that lack of participation is a problem. A study completed in Minnesota reports that a disproportionate majority of students enrolled in a cooperative plan are from the receiving school (Thomas and Smith, 1971). One vocational center has a special needs program, but only the home high school has students involved, and in that same area vocational center, follow-up information on students enrolled is available only from the receiving school students (Thomas and Smith, 1971). Only 15% of the 97 area vocational secondary schools in Texas had 10 or more students enrolled from sending schools (Wong, 1973). In a nation-wide study, more than 500 public schools reported participating in shared-time vocational programs. Total student participation was 26,000 students, and more than half of these students belonged to the receiving schools (Meaders, 1967). A search of the literature yielded only two exceptions to the problem of limited participation by sending schools. In one area center in Indiana, the sending schools send from 14-35% of their 11th and 12th graders (Meaders, 1969), and in Minnesota, 5 out of 6 outlying school districts had a center enrollment percentage higher than their base student population percentage (Thomas and Smith, 1971). It is interesting to note, however, that in that same Minnesota center, if one considers only 11th and 12th graders, three times as many students enrolled for vocational courses at their home schools than they did in the vocational center.

Distance traveled does not seem to be a factor influencing student willingness to travel to an area vocational school or to an inter-district cooperative (Thomas and Smith, 1971; Meaders, 1969; Meaders, 1967). Aside from this conclusion, the literature does not yield much pertinent information concerning the willingness of students to participate in area vocational programs. One author recommends that more research be done on lack of student participation--particularly students of sending schools (Wong, 1973).

In summary, a review of the literature indicates:

1. Very little empirical evidence has been collected to validate the opinions of the authors. The literature primarily consists of a conglomeration of experiential opinion by persons involved with vocational skill centers.

2. Little has been written that evaluates the success of area vocational schools or interdistrict co-operatives.

3. Area vocational schools have experienced success in various geographic areas as measured by:

   a. amount of student participation.

   b. positive attitudinal changes by students towards education.

   c. decline in drop-out rate.

   d. increased employment of graduating seniors.

   e. increased participation in post-secondary vocational training.

   f. positive influence on improvement and expansion of business and industry.

4. The most important ingredient of success is the positive support of guidance counselors, administrators and boards of directors of the sending schools.

5. A positive public relations program is important to the success of the program.

6. Problems associated with area vocational schools have been identified as:

   a. a disproportionate share of participation from the host school.

   b. a reluctance by students to participate--especially students from sending schools.

   c. scheduling and coordination difficulties among participating schools.

   d. planning and operation of student transportation.

   e. student feelings of detachment (lack of emotional ties to the vocational center or receiving (host) school).

   f. a need for increased vocational guidance.

   g. the second-rate status (low image) of vocational education in the eyes of the general school popoulation.

7. Distance traveled does not seem to be a factor determining whether or not a student will participate in cooperative vocational programs away from his/her home school.

Virtually no information exists to hlep the administrator determine the expected enrollments from outlying schools. Vocational educators need an indication of the amount of student participation by sending schools in order to facilitate planning for vocational education centers and inter-district cooperative ventures. This study has been instituted to help fulfill that need.

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CHAPTER 3

FINDINGS

Presentation of the data for Objective #1:

Table II summarizes the number of high school students (expressed as full time equivalents) that traveled away from their home schools for vocational training during the 1973-1974 school year.

TABLE II

SUMMARY OF VOCATIONAL TRAVEL EXPRESSED AS FULL TIME EQUIVALENTS (FTE) FOR NINE INTERDISTRICT COOPERATIVES IN WASHINGTON STATE 1973-1974

Data Taken From 1973-1974 Reports To The Superintendent Of Public Instruction, Olympia, Washington

CO-OP. NUMBER	DISTRICT	TRAVEL FTES	COMMENTS
1	VANCOUVER	5.7	1975-76 shows a dramatic increase. Approximately 109 students are currently traveling from three to 23 miles to attend vocational classes offered at Clark College.
	CAMAS	.9	
	RIDGEFIELD		
	HUDSON BAY		
	WASHOUGAL	1.2	
	WOODLAND		
	Sub-Total	7.8	
2	CENTRAL VALLEY	44.23	All of these students travel to take vocational classes at Spokane Community College
	WEST VALLEY	18.40	
	EAST VALLEY		
	DEER PARK	1.2	
	MEAD	3.6	
	RIVERSIDE	4.68	
	Sub-Total	72.11	
3	FERNDALE	16.38	All students are currently traveling to the Bellingham Vocational Technical Institute.
	MERIDIAN	2.14	
	NOOKSACK VALLEY	2.4	
	Sub-Total	20.92	

TABLE II (Cont.)

CO-OP. NUMBER	DISTRICT	TRAVEL FTES	COMMENTS
4	YAKIMA		Presently 80% of the students are traveling to either a private trade school or to contracted training programs off-campus. Approximately 20% of the travel is between neighboring high schools. Currently there are approximately 40 FTEs traveling.
	HIGHLAND		
	WEST VALLEY	18.40	
	SELAH	2.83	
	MOXEE	1.60	
	NACHES	7.49	
	Sub-Total	34.8	
5	KENNEWICK	12.6	Presently most students travel to institutions other than neighboring high schools.
	RICHLAND	19.14	
	FINLEY	1.36	
	KIONA-BENTON	1.7	
	Sub-Total	34.8	
6	ABERDEEN		Currently there are approximately 20 FTEs traveling exclusively to neighboring high schools. There is no community college option in this cooperative.
	HOQUIAM	6.6	
	ELMA	1.8	
	MONTESANO	5.3	
	OCOSTA	.9	
	WISHKAH VALLEY		
	NORTH BEACH		
	Sub-Total	14.6	
7	RAYMOND	12.7	Approximately the same number are presently traveling exclusively to neighboring high schools for vocational classes. There is no community college option in this cooperative.
	SOUTH BEND	10.9	
	WILLAPA VALLEY	25.5	
	Sub-Total	49.1	
8	LONGVIEW		
	KELSO	5.85	
	KALAMA		
	CASTLE ROCK	1.8	
	WOODLAND	1.3	
	Sub-Total	8.95	

TABLE II (Cont.)

CO-OP. NUMBER	DISTRICT	TRAVEL FTES	COMMENTS
9	WAPATO	1.8	Presently this cooperative is non-operational. Travel was exclusively between neighboring high schools. There was no community college option in this cooperative.
	TOPPENISH	5.8	
	ZILLAH	6.6	
	GRANGER	3.6	
	Sub-Total	17.8	
GRAND TOTAL TRAVELING VOCATIONAL FTES		232.8	

Table II, above, indicates:

1. In all the high schools sampled, a small percentage of the total number of eligible students actually traveled.

2. During the 1975-1976 school year, most students traveled to community colleges or other off-campus, private training centers rather than between neighboring high schools.

3. The number of students traveling per district indicates that the host school (receiving school) may have a disproportionate share of student participation.

Presentation of Data for Objective #2:

A follow-up study of the 1974 ISD 112 Skill Center Feasibility Study, findings from a 1975 study sponsored by the Milwaukie Skill Center, personal and telephone interviews with out-of-State vocational educators, and data collected from the survey questionnaires developed for this study were used to assess objective number 2. Objective number 2 attempts to identify those factors that influence eligible secondary students' decisions to travel or not to travel away from their home schools to take advantage of vocational courses not offered at their home schools.

ISD 112 Skill Center Feasibility Study Findings

This study included the question, "If the subject you indicated an interest in were not available in your school, would you be willing to travel to another facility for part of the day to take those classes?" Eighty seven and six tenths percent of the 8917 respondents answered affirmatively. On the basis of this information, one might assume that students in ISD 112 would travel away from their home schools to take vocational courses providing the courses were ones in which students had indicated an interest. To assess this assumption, a follow-up study was conducted to determine:

1. what vocational courses are being offered by the cooperative.
2. how many students are traveling to take each course.

The information gathered and its comparison with the data in the ISD study is summarized in Table III below.

TABLE III

SUMMARY OF CERTAIN 1974 ISD 112 SKILL CENTER FEASIBILITY STUDY DATA AND THE 1976 FOLLOW-UP STUDY DATA

COURSE OFFERED	NUMBER OF STUDENTS INDICATING AN INTEREST IN THE COURSE IN THE ISD SURVEY (1974)	TOTAL ACTUALLY TRAVELING TO TAKE THE COURSE (1976)
Cosmotology	46	12
Logging	101	16
Industrial Electronics	20	8
TOTALS	167	36

Eighty seven and six tenths percent of the 8917 students surveyed indicated they would travel to take classes they were interested in. Assuming student interest remained constant, Table III above shows that there is a large discrepency between the number of students who say they will travel to take specific courses and those who actually do travel.

Findings of the Milwaukie Skill Center Study

The conclusions resulting from this study's efforts to determine the cause of decreasing enrollments were:

1. Students lack sufficient information about the Skill Center both in terms of program offerings and course content. This was identified as the most significant factor affecting declining enrollments.

2. Students are often unable to participate in Skill Center courses because they conflict with extra curricular activities and/or scholastic requirements.

3. Students feel instructors sometimes have practical knowledge but are poor teachers.

4. Students believe a competency exam should be established to allow for advanced placement within the Skill Center.

5. Students resent inconsistencies in administrative policies between the Skill Center and their home schools.

Findings of the Personal and Telephone Interviews With Out-Of-State Vocational Educators

Three factors or "keys to success" were identified by all nine informants. These are:

1. the reputation of the program.

2. placement opportunities.

3. a close working relationship with the business community.

Program Reputation:

Program reputation appeared to be the most critical success determiner. The key factors that influenced program reputation were identified as:

1. Type of instructional program

   The program must be similar to the actual world of work; i.e., it must be truly vocational not "hobby" or avocationally oriented.

   The program must be action oriented with "hands-on" (laboratory) type instruction, not the traditional classroom orientation.

2. High quality instructors

   The instructors must be dedicated to serving individual student needs.

   The instructors must be experts with work experience in the occupational field for which they are training students.

Placement Opportunities:

Both students and the public must be satisfied that either jobs or advanced training opportunities actually exist. Placement opportunities are related to the reputation of the program. It was also agreed that advanced level placement according to student competency is highly desireable.

Business and Industry Relationships:

The business community provides support and keeps the programs oriented to the world of work.

Other Findings:

1. The importance of good guidance counseling was also repeatedly identified in relation to recruitment. Data collected from personal interviews and research studies that were conducted at the Milwaukie Skill Center indicated that the reputation of the program as perceived by the student is more important than any other recruitment factor.
2. The Santa Clara studies of students attending the San Jose Skill Center in San Jose, California have amassed a great deal of evidence that indicates students do not like the bus ride to the Center. However, in spite of complaints about the bus ride, many high school students are willing to travel to the Center for vocational training.

Questionnaire Findings (See Appendices B, C, & D)

The following discussion is based on the data collected from three groups of respondents:

1. Group #1 = Non-Traveling Students (N = 169)
2. Group #2 = Traveling Students (N = 264)
3. Group #3 = Knowledgeable Adult Informants (N = 126)

Reluctance To Travel: Tables IV, V, VI, and VII below summarize the data collected to assess the reluctance or willingness or students to travel.

TABLE IV

PERCENTAGE OF RESPONSES TO QUESTION #6, GROUPS 1, 2, AND 3: ARE STUDENTS RELUCTANT TO TRAVEL?

RESPONDENTS	% YES	% NO	% UNDECIDED	% NO RESPONSE
Non-Traveling Students	23.1	52.7	21.9	2.4
Traveling Students	21.0	58.3	20.7	
Knowledgeable Adults	48.0	39.2	12.8	

Table IV above indicates that:

1. most students are not reluctant to travel.
2. adult informants seem to perceive more reluctance to travel than do the students.

Perhaps more credence should be attached to the students' perceptions since they are first-hand informants. The adults can only make educated assumptions about student reluctance to travel.

TABLE V

PERCENTAGE OF RESPONSES TO QUESTION 13, GROUPS 1 AND 2: WOULD YOU RATHER TAKE THE VOCATIONAL CLASS AT YOUR HOME SCHOOL IF YOU HAD A CHOICE

RESPONDENTS	% YES	% NO	% UNDECIDED	% UNAWARE OF OFFERINGS
Traveling Students	30.6	53.6	15.9	
Non-Traveling Students	36.1	19.5		44.4

Table V above indicates that only a minority of students would rather take the class at their home school if they had a choice. This data set indicates that most students are willing to travel.

Table VI below indicates that most adults (79.2%) believe that students are more likely to travel to a vocational training center other than a neighboring high school.

TABLE VI

PERCENTAGE OF RESPONSES TO QUESTION #11, GROUP 3: ARE STUDENTS MORE WILLING TO TRAVEL TO A VOCATIONAL SKILL CENTER, COMMUNITY COLLEGE, OR TRADE SCHOOL THAN TO ANOTHER HIGH SCHOOL?

RESPONDENTS	EXTREMELY LIKELY	SOMEWHAT LIKELY	UNDECIDED	NOT VERY LIKELY	NOT AT ALL LIKELY
Knowledgeable Adults	49.6%	29.6%	8.0%	.8%	.8%

Both groups of students seemed to agree with the adult contention that more students are reluctant to travel to neighboring high schools than to other types of vocational training institutions. See Table VII below.

TABLE VII

PERCENTAGE OF RESPONSES TO QUESTION #12, GROUPS 1 AND 2: WOULD YOU RATHER TRAVEL TO A SKILL CENTER, COMMUNITY COLLEGE OR A TRADE SCHOOL THAN TO ANOTHER HIGH SCHOOL FOR VOCATIONAL TRAINING?

RESPONDENTS	% YES	% NO	% UNDECIDED	% NO RESPONSE
Traveling Students	69.8	13.1	15.9	1.2
Non-Traveling Students	53.3	18.3	28.4	

Factors That Influence Travel Decisions:

Distance: Tables VIII, IX, and X below summarize the data collected to assess the influence that distance has on student willingness to travel.

TABLE VIII

PERCENTAGE OF RESPONSES TO QUESTION #3, GROUPS 1 AND 2: HOW FAR MUST YOU TRAVEL TO TAKE A VOCATIONAL CLASS AWAY FROM YOUR HOME SCHOOL?

RESPONDENTS	% LESS THAN ONE MILE	% 1 TO 5 MILES	% 6 TO 10 MILES	% MORE THAN 10 MILES	% NO RESPONSE
Traveling Students	7.1	26.6	28.6	37.7	
Non-Traveling Students	4.1	23.7	23.1	42.0	7.1

Table VIII above indicates that distance between the home school and the receiving (host) school was approximately the same for both groups of students. The implication of this Table (VIII) seems to be that distance neither encourages nor discourages travel.

TABLE IX

PERCENTAGE OF RESPONSES TO QUESTION #11, GROUPS 1 AND 2: WAS THE DISTANCE AN IMPORTANT CONSIDERATION IN YOUR DECISION TO TRAVEL OR NOT TO TRAVEL?

RESPONDENTS	% EXTREMELY IMPORTANT	% SOMEWHAT IMPORTANT	% NOT SURE	% NOT TOO IMPORTANT	% NOT AT ALL IMPORTANT
Traveling Students	8.3	25.4	7.5	35.7	23.0
Non-Traveling Students	9.5	16.0	25.4	24.9	23.2

Table IX above indicates that:

1. distance was an important factor for only 25.5% of the non-traveling students. This suggests that most of the non-traveling students decided not to travel for reasons other than distance.

2. most traveling students (58.7%) felt that distance was not an important consideration in their decisions to travel.

3. Even though most students do not regard distance as an important influencing factor, it is an important factor for some students (33.7% of traveling students and 25.5% of the non-traveling students).

TABLE X

PERCENTAGE OF RESPONSES TO QUESTION #3, GROUP 3:
DOES DISTANCE NEGATIVELY AFFECT
A STUDENT'S WILLINGNESS TO TRAVEL?

RESPONDENT	% YES	% NO	% UNDECIDED	% NO RESPONSE
Knowledgeable Adults	54.8	32.5	11.1	1.6

Table X above indicates that most adults believe that distance negatively affects student willingness to travel. The adult opinions appear to be in conflict with student opinions as presented in Tables VIII and IX above. Perhaps more credence should be attached to the student opinions since the adults can only guess whether or not distance is relevant to the students.

Occupational Goals: Tables XI, XII, XIII and XIV below summarize the data collected to assess the influence that occupational goals has on student willingness to travel.

TABLE XI

PERCENTAGE OF RESPONSES TO QUESTION #2, GROUP 3:
ARE STUDENTS WHO HAVE WELL DEFINED OCCUPATIONAL GOALS
MORE LIKELY TO TRAVEL?

RESPONDENTS	% YES	% NO	% UNDECIDED
Knowledgeable Adults	85.6	5.6	8.8

Table XI above indicates that a large majority of the adults agreed that students who possess well defined occupational goals are more likely to travel.

Tables XII and XIII below summarize the data collected to determine if traveling students possessed well defined goals to a greater extent than did the non-traveling students.

TABLE XII

PERCENTAGE OF RESPONSES TO QUESTION #2, GROUPS 1 AND 2: DO YOU KNOW WHAT KIND OF JOB YOU WANT TO GET TO EARN YOUR FUTURE LIVING?

RESPONDENTS	% YES	% NO	% NO RESPONSE
Traveling Students	76.2	23.0	.8
Non-Traveling Students	62.1	37.9	

Table XII above indicates that both groups of students have approximately the same knowledge of how they want to earn their living.

TABLE XIII

PERCENTAGE OF RESPONSES TO QUESTION #1, GROUPS 1 AND 2: DO YOU PLAN TO GO TO COLLEGE?

RESPONDENTS	% YES	% NO	% UNDECIDED
Traveling Students	47.4	26.7	25.9
Non-Traveling Students	47.3	27.2	25.4

Table XIII above indicates that approximately the same percentage of traveling and non-traveling students intend to go to college.

The data presented in Tables XII and XIII above demonstrate that traveling students do <u>not</u> possess well defined goals to a greater extent than do non-traveling students; therefore, the majority adult opinion summarized in Table XI (students who have well defined occupational goals are more likely to travel) is not substantiated by the data.

The data summarized in Table XIV below indicates that a large majority of traveling students (71.8%) could relate their occupational goals to the courses being offered away from their home schools. Conversely, only 32.5% of the non-traveling students could relate their future goals to the vocational courses being offered.

TABLE XIV

PERCENTAGE OF RESPONSES TO QUESTION #8, GROUPS 1 AND 2: ARE THE VOCATIONAL COURSES OFFERED AWAY FROM YOUR HOME SCHOOL RELATED TO YOUR FUTURE EMPLOYMENT PLANS?

RESPONDENTS	% YES	% NO	% NO PLANS	% NOT AWARE OF OFFERINGS
Traveling Students	71.8	13.5	14.7	
Non-Traveling Students	32.5	26.7	15.4	25.4

To summarize the implications of the findings presented in Tables XI, XII, XIII, and XIV above, the data suggests that the influencing factor related to student held goals is not which student group possesses the most well defined goals, but rather if the students can relate their occupational goals to the vocational courses being offered away from their home schools.

Student Interest in Offerings: Table XV below summarizes the data collected relative to student interest influences.

All three groups were asked (Q #15, groups 2; A #16, group 1; Q #12, group 3) to identify all factors that influence students' decisions to travel.

TABLE XV

PERCENTAGE OF RESPONSES TO QUESTIONS #12, 15, 16, GROUPS 3, 2, 1, RESPECTIVELY: IDENTIFY ALL FACTORS THAT ENCOURAGE/DISCOURAGE STUDENTS' DECISIONS TO TRAVEL

RESPONDENTS	%	OPTION - ITEM
Knowledgeable Adults	80.8	Students are encouraged to travel when the course content correlates with their interest and abilities.
Traveling Students	79.0	I was very interested in the course being offered.
Non-Traveling Students	*26.3	I was discouraged because I was not interested in any of the vocational courses offered

*Second most frequently cited response

Table XV above documents the importance of interest as a factor influencing student willingness to travel.

Student Awareness: Table XVI below summarizes the data collected to assess how well informed the students were of the vocational courses being offered.

TABLE XVI

PERCENTAGE OF RESPONSES TO QUESTION #9, GROUPS 1 AND 2: HOW WELL DID YOUR HOME SCHOOL INFORM YOU OF THE VOCATIONAL COURSES THAT ARE OFFERED AWAY FROM YOUR HOME SCHOOL?

RESPONDENTS	% EXTREMELY WELL	% PRETTY WELL	% UNDECIDED	% NOT TOO WELL	% NOT AT ALL WELL
Traveling Students	13.1	38.5	7.5	27.8	13.1
Non-Traveling Students	4.7	40.2	13.0	25.4	16.6

Table XVI above indicates that less than half of both groups believed that their home schools adequately informed them of the vocational courses that were offered away from their home schools. Also, lack of awareness about course offereings was the most frequently identified discouraging factor by the non-traveling students. See question #16, group 1, Appendix B.

Encouragement (Recruitment): Table XVII below summarizes the data collected to find out who encouraged the students to travel.

TABLE XVII

PERCENTAGE OF RESPONSES TO QUESTION #5, GROUPS 1 AND 2: WHO ENCOURAGED YOU TO TRAVEL? (INFORMANTS WERE INSTRUCTED TO IDENTIFY MORE THAN ONE RESPONSE IF APPLICABLE.)

RESPONDENTS	% SCHOOL COUNSELOR	% OTHER STAFF	% PARENTS	% FRIENDS OR CLASSMATES	% NO ONE
Traveling Students	23.0	11.5	23.0	25.8	47.6
Non-Traveling Students	7.7	10.7	17.2	16.6	61.5

Table XVII above indicates that:

1. most non-traveling students were not actively encouraged to travel.
2. similarly, 47.6% of the traveling student group indicated they were not encouraged to travel.
3. a minority of both groups were encouraged to travel by the efforts of the school personnel.

Career Counseling: Tables XVIII and XIX below summarize the data collected to document the importance (as perceived by the adult informants) of career counseling as an influencing factor in student decisions to travel.

TABLE XVIII

PERCENTAGE OF RESPONSES TO QUESTION #7, GROUP 3:
HOW IMPORTANT IS CAREER COUNSELING IN INFLUENCING
A STUDENT'S DECISION TO TRAVEL?

RESPONDENTS	% EXTREMELY IMPORTANT	% SOMEWHAT IMPORTANT	% UNDECIDED	% NOT VERY IMPORTANT	% NOT AT ALL IMPORTANT
Knowledgeable Adults	44.0	38.4	13.6	2.4	1.6

TABLE XIX

PERCENTAGE OF RESPONSES TO QUESTION #8, GROUP 3:
HOW LIKELY IS IT THAT IF MORE AND BETTER CAREER COUNSELING
WERE AVAILABLE TO YOUR STUDENTS, THEY WOULD TRAVEL?

RESPONDENTS	% EXTREMELY LIKELY	% SOMEWHAT LIKELY	% UNDECIDED	% NOT VERY LIKELY	% NOT AT ALL LIKELY
Knowledgeable Adults	28.0	46.4	13.6	9.6	2.4

Peer Pressure: Table XX below summarizes the data collected relative to peer pressure influences from Question #13, group 1 and Question #16, groups 1 and 2. All three groups were asked to identify all factors that discourage students from traveling.

TABLE XX

PERCENTAGE OF RESPONSES TO QUESTION #13, GROUP 1 AND
QUESTION #16, GROUPS 1 AND 2:
IDENTIFY ALL FACTORS THAT DISCOURAGE STUDENTS FROM TRAVELING.

RESPONDENTS	%	OPTION - ITEM
Knowledgeable Adults	64.8	Students' unwillingness to leave peers
Traveling Students	14.7	I did not want to leave my friends.
Non-Traveling Students	21.3	I did not want to leave my friends.

Table XX above indicates that a majority of adult informants and a minority of student informants believe that peer pressure is an important discouraging factor.

Skill Center: The adult informants were asked to identify at least three key ingredients for making a skill center succeed. As summarized in Table XXI below, their responses were catergorized and ranked in order of the frequency of citation.

TABLE XXI

A RANKED SUMMARY OF THE FREQUENCY OF RESPONSES (EXPRESSED AS PERCENTAGES) TO THE CATEGORIES DERIVED FROM OPEN-ENDED QUESTION #14, GROUP 3: LIST AT LEAST 3 KEY INGREDIENTS FOR MAKING A SKILL CENTER A SUCCESS.

RANK	CATEGORIES	% OF RESPONSES
1	Student Interest, Reputation, Dumping Ground, Type of Curriculum, Quality of Instructors	83.2
2	Commitment, Dollars, Facilities and Equipment	36.8
3	Public Relations, Student Awareness, Counseling, Communication	26.4
4	Scheduling and Availability of Transportation	24.0
*5	Job Placement Opportunities	*23.2
*6	Distance to Travel, Location	*23.2
7	Separate Identity	6.4

*Tie

TABLE XXII

PERCENTAGE OF RESPONSES TO QUESTION #15, GROUP 3 (ADULTS): IS IT REASONABLE TO ASSUME THE STUDENTS FROM OUT-LYING AREAS WOULD TRAVEL TO A VOCATIONAL SKILL CENTER IN SUFFICIENT NUMBERS TO JUSTIFY BUILDING A CENTRALIZED FACILITY?

RESPONDENTS	% YES	% NO	% NO RESPONSE
Knowledgeable Adults	66.4	7.2	26.4

Table XXII above indicates that most adult informants believed that the construction of a centralized facility could be justified for students from out-lying districts.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the totality of data collected in this study, the investigator provided documentation that:

1. most students were willing to travel away from their home schools for vocational training, but few actually traveled.
2. both encouraging and discouraging factors exist that influence a student's decision to travel or not to travel for vocational training.
3. the most important discouraging factor was the lack of knowledge and awareness of the courses that are offered away from the home school.
4. more students would have traveled if they could have related their future occupational goals to vocational courses offered away from their home schools.
5. career counseling and recruitment efforts are important encouraging factors in influencing student decisions to travel.
6. students would prefer traveling to a vocational training institution other than a neighboring high school.
7. the keys to successful skill center operations include (not ranked in order of importance):
   - A. maintaining a good program reputation. This includes high quality instructors, high program standards, an action-oriented curriculum, good placement opportunities (either on the job or to advanced training programs), and the recruitment of only those students who can profit from the training.
   - B. establishing a good communication network. This will insure student awareness, spark student interest, and satisfy community and industry expectations.
   - C. insuring the strong commitment of the participating districts. Commitment is manifested by cooperative efforts to solve problems, actively encourage student participation, and allocate sufficient resources.

D. choosing a good location. The center should be located near the population center to insure sufficient numbers of traveling students.

Recommendations

The data collected in this study suggest that:

1. the curricular offerings should be based on an assessment of the occupational goals held by the students. If the student-held goals are not in accord with the vocational course offerings, then either the course offerings must be modified to agree with students' goals or intervention techniques should be employed that will modify the students' goals to become more realistic or in greater harmony with labor market demands.
2. if school officials take steps to reinforce encouraging factors and reduce discouraging factors, more students will travel away from their home schools for vocational training. Further study needs to be conducted to validate this contention. Also, empirical evidence needs to be generated that reveals which intervention technique most successfully reinforces the encouraging factors and reduces the discouraging factors. This could be accomplished by identifying several appropriate intervention techniques, implementing each technique within separate experimental groups, measuring the results of each against control group data, and evaluating the relative merits of each technique.

Washington State
Commission for Vocational Education

Daniel J. Evans
Governor

April 2, 1976

Dear Vocational Educator:

The Research Coordinating Unit of the Washington State Commission for Vocational Education in cooperation with the Office of the Superintendent of Public Instruction and the Mossyrock School District is conducting a study to identify those factors or conditions that influence a student's willingness to travel away from his/her home school to take vocational course offerings at a neighboring school. The results of this study will be used to help vocational educators make planning decisions regarding skill centers and other interdistrict cooperative ventures.

Enclosed are questionnaires designed to complete the study. Your cooperation in completing the questionnaires will be greatly appreciated. All responses will be handled confidentially.

We hope you will return the questionnaire promptly. The results of the study will be available through your Vocational Education Director about June 30, 1976.

Yours sincerely,

Larry E. Tadlock
Project Director Phone: 335-7310
Cleveland Hall 178
Washington State University
Pullman, Washington 99163

LET/dt

Building 17 — Airdustrial Park Olympia, Washington 98504 (206) 753-5662

APPENDIX B

RESULTS EXPRESSED AS A PERCENT OF RESPONDENTS

N = 169

GROUP #1

QUESTIONNAIRE FOR VOCATIONAL STUDENTS WHO DO NOT TRAVEL

TO THE STUDENT: The results of this study will help vocational educators make planning decisions regarding skill centers and other cooperative vocational programs. Your honest answers are crucial to the study. WE NEED YOUR HELP!

INSTRUCTIONS: Please answer each question by circling the appropriate number or numbers as indicated. When the word "travel" appears in the question, please note that it refers to traveling away from your home school to take vocational courses offered at a neighboring school. Your answers will be treated confidentially, and at no time will your name be linked to your responses to the questions. All your answers are very important to us. There are no right or wrong answers to these questions.

NAME OF HOME SCHOOL: _____

Q-1 Do you plan to go to college? (Circle the number that applies.)

1. YES 47.3
2. NO 27.2
3. UNDECIDED 25.4

Q-2 Do you know what kind of job you want to get to earn your future living?

1. YES 62.1
2. NO 37.9

Q-3 If you had chosen to enroll in a vocational course away from your home school, how far would you have had to travel?

1. LESS THAN ONE MILE 4.1
2. ONE TO FIVE MILES 23.7
3. SIX TO TEN MILES 23.1
4. MORE THAN TEN MILES 42.0

Missing 7.1

Q-4 Have your friends ever discouraged you from enrolling in a vocational course away from your home school?

1. YES 10.1
2. NO 89.3

Missing .6

Q-5 Even though you decided not to travel, did anyone encourage you to go to the other school? (Circle all numbers that apply.)

1. VOCATIONAL DIRECTOR, TEACHER, OR PRINCIPAL 10.7
2. PARENTS 17.2
3. SCHOOL COUNSELOR 7.7
4. FRIENDS OR CLASSMATES 16.6
5. NO ONE 61.5
6. OTHER (please specify): _____

(Go to page 2.)

Q-6 Is there a reluctance on the part of students to travel to another school to take vocational courses?

1. YES 23.1
2. NO 52.7
3. UNDECIDED 21.9

Missing 2.4

If you answered yes, please explain why students are reluctant to travel:

_____

_____

_____

Q-7 Please circle the number that best describes your parents' feelings towards your traveling.

1. MY PARENTS STRONGLY APPROVE 8.0
2. MY PARENTS APPROVE. 56.2
3. MY PARENTS ARE UNDECIDED. 24.9
4. MY PARENTS DISAPPROVE. 5.3
5. MY PARENTS STRONGLY DISAPPROVE. .6

Missing 4.1

Q-8 Are any of the vocational courses offered away from your home school related to your future employment plans?

1. YES 32.5
2. NO 26.7
3. I HAVE NO FUTURE EMPLOYMENT PLANS AT THIS POINT IN TIME. 15.4
4. I DON'T KNOW WHAT COURSES ARE OFFERED AT OTHER SCHOOLS. 25.4

Q-9 How well did your home school inform you of the vocational courses that are offered away from your home school?

1. EXTREMELY WELL 4.7
2. PRETTY WELL 40.2
3. UNDECIDED 13.0
4. NOT TOO WELL 25.4
5. NOT AT ALL WELL 16.6

Q-10 How difficult would traveling make it for you to get the classes you want or need for graduation?

1. EXTREMELY DIFFICULT 5.9
2. SOMEWHAT DIFFICULT 7.7
3. NOT SURE 50.3
4. NOT VERY DIFFICULT 23.7
5. NOT AT ALL DIFFICULT 12.4

(Go to page 3.)

Q-11 Was the DISTANCE you would have had to travel (to take the vocational course) an important consideration in your decision not to travel?

1.	EXTREMELY IMPORTANT	9.5
2.	SOMEWHAT IMPORTANT	16.0
3.	NOT SURE	25.4
4.	NOT TOO IMPORTANT	24.9
5.	NOT AT ALL IMPORTANT	23.2

Q-12 Would you rather travel to a vocational skill center, a community college or a trade school than to another high school to take advantage of vocational courses not offered in your home school?

1.	YES	58.3
2.	NO	18.3
3.	NOT SURE	28.4

Q-13 Is there a vocational course being offered at another school that you would take if it were offered in your home school?

1.	YES	36.1
2.	NO	19.5
3.	I AM NOT AWARE OF WHAT VOCATIONAL COURSES ARE AVAILABLE TO ME AT OTHER SCHOOLS.	44.4

Q-14 Does your home school offer as wide a choice of vocational courses as you need or desire?

1.	YES	42.0
2.	NO	55.6
	Missing	2.4

Q-15 Would you be willing to travel away from your home school IF the other school offered a class that you were interested in or really needed?

1.	YES	72.2
2.	NO	6.5
3.	NOT SURE	19.5
	Missing	1.8

(Go to page 4.)

Q-16 What were the factors that DISCOURAGED you from traveling away from your home school to take vocational courses? (circle all numbers that apply)

1. I DID NOT WANT TO LEAVE MY FRIENDS. 21.3
2. I DID NOT WANT TO SPEND TIME OR MONEY RIDING A BUS OR CAR TO THE OTHER SCHOOL. 23.1
3. I HAD FEELINGS OF FEAR AND ANXIETY. 11.2
4. I DID NOT WANT TO ATTEND A RIVAL SCHOOL. 7.1
5. I COULD NOT PARTICIPATE IN SPORTS AND/OR EXTRA CURRICULAR ACTIVITIES. 14.2
6. I FELT THAT TOO MUCH TIME AND DIFFICULTY WAS INVOLVED IN TRAVELING. 23.1
7. I DID NOT KNOW WHAT VOCATIONAL COURSES WERE OFFERED. 35.5
8. I WAS NOT INTERESTED IN ANY OF THE VOCATIONAL COURSES OFFERED. 26.6
9. THE CLASSES BEING OFFERED HAD POOR REPUTATIONS. 1.8
10. THE JOB-PLACEMENT RECORD WAS POOR. 2.4
11. OTHER (please specify)_____

_____

Thank you for your cooperation in completing this questionnaire.

APPENDIX C

RESULTS EXPRESSED AS A PERCENT OF RESPONDENTS

N = 264 GROUP #2

QUESTIONNAIRE FOR VOCATIONAL STUDENTS WHO TRAVEL

TO THE STUDENT: The results of this study will help vocational educators make planning decisions regarding skill centers and other cooperative vocational programs. Your honest answers are crucial to the study. WE NEED YOUR HELP!

INSTRUCTIONS: Please answer each question by circling the appropriate number or numbers as indicated. When the word "travel" appears in the question, please note that it refers to traveling away from your home school to take vocational courses "offered at your neighboring school." Your answers will be treated confidentially, and at no time will your name be linked to your responses to the questions. All your answers are very important to us. There are no right or wrong answers to these questions.

NAME OF HOME SCHOOL: _____

Q-1 Do you plan to go to college? (Circle the number that applies.)

1. YES 47.4
2. NO 26.7
3. UNDECIDED 25.9

Q-2 Do you know what kind of job you want to get to earn your future living?

1. YES 76.2
2. NO 23.0

Missing .8

Q-3 What distance do you travel away from your home school to take vocational courses not offered at your home school?

1. LESS THAN ONE MILE 7.1
2. ONE TO FIVE MILES 26.6
3. SIX TO TEN MILES 28.6
4. MORE THAN TEN MILES 37.7

Q-4 Have your friends ever discouraged you from enrolling in a vocational course away from your home school?

1. YES 10.7
2. NO 88.9

Q-5 Who encouraged you to go to the other school? (Circle all numbers that apply.)

1. VOCATIONAL DIRECTOR, TEACHER, OR PRINCIPAL 11.5
2. PARENTS 23.0
3. SCHOOL COUNSELOR 23.0
4. FRIENDS OR CLASSMATES 25.8
5. NO ONE 47.6
6. OTHER (please specify): _____

(Go to page 2.)

Q-6 Is there a reluctance on the part of students to travel to another school to take vocational courses?

1. YES 21.0
2. NO 58.3
3. UNDECIDED 20.7

If you answered yes, please explain why students are reluctant to travel:

_____

_____

_____

Q-7 Please circle the number that best describes your parents' feelings towards your traveling to another school to take vocational courses.

1. MY PARENTS STRONGLY APPROVE 33.3
2. MY PARENTS APPROVE 57.5
3. MY PARENTS ARE UNDECIDED 6.0
4. MY PARENTS DISAPPROVE 3.2
5. MY PARENTS STRONGLY DISAPPROVE

Q-8 Is the vocational course you are now taking away from your home school related to your future employment plans?

1. YES 71.8
2. NO 13.5
3. I HAVE NO FUTURE EMPLOYMENT PLANS AT THIS POINT IN TIME 14.7

Q-9 How well did your home school inform you of the vocational courses that are offered away from your home school?

1. EXTREMELY WELL 13.1
2. PRETTY WELL 38.5
3. UNDECIDED 7.5
4. NOT TOO WELL 27.8
5. NOT AT ALL WELL 13.1

Q-10 Because of your travel, how difficult has it been for you to get the classes you want or need for graduation?

1. EXTREMELY DIFFICULT 13.2
2. SOMEWHAT DIFFICULT 18.3
3. UNDECIDED 6.3
4. NOT VERY DIFFICULT 31.7
5. NOT AT ALL DIFFICULT 39.7

Missing .8

(Go to page 3.)

Q-11 Was the distance you had to travel to take the vocational course an important consideration to you?

1. EXTREMELY IMPORTANT 8.3
2. SOMEWHAT IMPORTANT 25.4
3. UNDECIDED 7.5
4. NOT TOO IMPORTANT 35.7
5. NOT AT ALL IMPORTANT 23.0

Q-12 Would you rather travel to a vocational skill center, a community college or a trade school than to another high school to take advantage of vocational courses not offered in your home school?

1. YES 69.8
2. NO 13.1
3. UNDECIDED 15.9

Missing 1.2

Q-13 If you had a choice, would you rather take your vocational class at your home school?

1. YES 30.6
2. NO 53.6
3. UNDECIDED 15.9

Q-14 How did you find out about the existence of the course you are traveling to take? (Circle all the numbers that apply.)

1. REGISTRATION MATERIALS OFFERED BY THE SCHOOL OFFICE AT THE TIME OF REGISTRATION 33.3
2. THE SCHOOL COUNSELOR 44.8
3. A TEACHER, PRINCIPAL, OR VOCATIONAL DIRECTOR 19.4
4. THE NEWS MEDIA (newspaper, radio) 4.8
5. A FELLOW CLASSMATE WHO HAS TAKEN THE CLASS 39.7
6. A FELLOW CLASSMATE WHO HAS NOT TAKEN THE CLASS 10.7
7. I DO NOT REMEMBER 3.2
8. OTHER (please specify): _____

_____

(Go to page 4.)

Q-15 What are the reasons you travel away from your home school to take a vocational course? (Circle all numbers that apply.)

1. I WANTED TO ATTEND A MORE PRESTIGIOUS SCHOOL 7.9
2. I WAS UNHAPPY AT MY HOME SCHOOL 13.9
3. THE COURSE HAD A GOOD REPUTATION 26.9
4. I WAS VERY INTERESTED IN THE COURSE BEING OFFERED 79.0
5. MOST KIDS WHO TOOK THE COURSE GOT JOBS 16.7
6. AN ADULT WHOM I RESPECT URGED ME TO TAKE THE COURSE 14.7
7. A FRIEND OR CLASSMATE URGED ME TO TAKE THE COURSE 15.5
8. OTHER (please specify): _____

_____

Q-16 Even though you are now taking a vocational course away from your home school, did any of the following factors tend to discourage you from traveling? If so, please circle all that apply.

1. I DID NOT WANT TO LEAVE MY FRIENDS 14.7
2. I DID NOT WANT TO SPEND TIME OR MONEY RIDING A BUS OR CAR TO THE OTHER SCHOOL 14.3
3. I HAD FEELINGS OF FEAR AND ANXIETY 5.6
4. I DID NOT WANT TO ATTEND A RIVAL SCHOOL 4.8
5. I COULD NOT PARTICIPATE IN SPORTS AND/OR EXTRA-CURRICULAR ACTIVITIES 10.7
6. I FELT THAT TOO MUCH TIME AND DIFFICULTY WAS INVOLVED IN TRAVELING 16.3
7. OTHER (please specify): _____

_____

Thank you for your cooperation in completing this questionnaire.

APPENDIX D

RESULTS EXPRESSED AS A PERCENT OF RESPONDENTS

N = 126 GROUP #3

QUESTIONNAIRE FOR VOCATIONAL EDUCATION ADMINISTRATORS, COUNSELORS, AND TEACHERS

INSTRUCTIONS: Please answer each question by circling the appropriate number or numbers as indicated. When the word "travel" appears in the question, please note that it refers to traveling away from the home school to take vocational courses offered at a neighboring school. Your answers will be treated confidentially, and at no time will your name be linked to your responses to the questions. All your answers are very important to us. There are no right or wrong answers to these questions.

NAME OF HOME SCHOOL: _____

Q-1 What is your job? (Circle the number that applies.)

1. VOCATIONAL TEACHER
2. SCHOOL COUNSELOR
3. VOCATIONAL DIRECTOR
4. OTHER (please specify): _____

Q-2 Are students who have well-defined occupational goals more likely to travel?

1. YES 85.6
2. NO 5.6
3. UNDECIDED 8.8

Q-3 Does distance negatively affect a student's willingness to travel?

1. YES 54.8
2. NO 32.5
3. UNDECIDED 11.1

Missing 1.6

If you answered yes, please explain _____

_____

_____

Q-4 How much does peer pressure influence a student's willingness to travel?

1. VERY MUCH 25.6
2. SOMEWHAT 40.0
3. UNDECIDED 12.8
4. NOT VERY MUCH 15.2
5. NOT AT ALL 3.2

Missing 3.2

(Go to page 2.)

Q-5 To what extent are students in your school encouraged by school personnel to travel to other schools in order to take vocational courses not offered in their home school?

1.	STRONGLY ENCOURAGED	12.8
2.	ENCOURAGED	47.2
3.	NEITHER ENCOURAGED NOR DISCOURAGED	33.6
4.	DISCOURAGED	3.2
5.	STRONGLY DISCOURAGED	3.2

Q-6 Are students reluctant to travel?

1.	YES	48.0
2.	NO	39.2
3.	UNDECIDED	12.8

→If you answered yes, please explain why students are reluctant to travel _____

_____

_____

Q-7 How important is career couseling in influencing a student's decision to travel?

1.	EXTREMELY IMPORTANT	44.0
2.	SOMEWHAT IMPORTANT	38.4
3.	UNDECIDED	13.6
4.	NOT VERY IMPORTANT	2.4
5.	NOT AT ALL IMPORTANT	1.6

Q-8 How likely is it that, if more and better career couseling were available to your students, they would travel?

1.	EXTREMELY LIKELY	28.0
2.	SOMEWHAT LIKELY	46.4
3.	UNDECIDED	13.6
4.	NOT VERY LIKELY	9.6
5.	NOT AT ALL LIKELY	2.4

Q-9 To what extent are students in your school aware of what vocational courses are available to them at other schools?

1.	VIRTUALLY ALL STUDENTS ARE AWARE	12.8
2.	MOST STUDENTS ARE AWARE	37.6
3.	SOME STUDENTS ARE AWARE	38.4
4.	FEW STUDENTS ARE AWARE	11.2

(Go to page 3.)

Q-10 In your opinion, how important are scheduling problems in discouraging students from traveling?

1.	EXTREMELY IMPORTANT	48.8
2.	SOMEWHAT IMPORTANT	36.8
3.	UNDECIDED	5.6
4.	NOT VERY IMPORTANT	8.8
5.	NOT AT ALL IMPORTANT	0.0

Q-11 In your opinion, is it likely that students would be more willing to travel to a vocational skill center, a community college, or trade school than to another high school to take advantage of vocational courses not offered in the home school?

1.	EXTREMELY LIKELY	49.6
2.	SOMEWHAT LIKELY	29.6
3.	UNDECIDED	8.0
4.	NOT VERY LIKELY	.8
5.	NOT AT ALL LIKELY	.8

Q-12 Which factors ENCOURAGE a student to travel? (Circle all numbers that apply.)

1.	GOOD REPUTATION OF THE CLASS, SCHOOL AND/OR CURRICULUM	84.8
2.	GOOD RECORD OF JOB PLACEMENT	57.6
3.	COURSE CONTENT SEEMS TO CORRELATE WITH STUDENT'S INTEREST AND ABILITIES	80.8
4.	ADULT ENCOURAGEMENT (either parents or school personnel)	58.4
5.	PEER ENCOURAGEMENT	48.8
6.	DISSATISFACTION/POOR RELATIONSHIP WITH HOME SCHOOL	24.8
7.	PRESTIGE/STATUS OF HOST SCHOOL	22.4
8.	OTHER (please specify): _____	

(Go to page 4.)

Q-13 Which factors DISCOURAGE students from traveling? (Circle all numbers that apply.)

1.	POOR REPUTATION OF THE VOCATIONAL CLASS BEING OFFERED	52.0
2.	STUDENTS' UNWILLINGNESS TO LEAVE PEERS	64.8
3.	LACK OF INFORMATION ABOUT COURSE OFFERINGS	63.2
4.	DISTANCE	52.8
5.	FEAR OF THE UNKNOWN	50.4
6.	FEELINGS OF RIVALRY WITH THE HOST SCHOOL	31.2
7.	SCHEDULING PROBLEMS	78.4
8.	JOB PLACEMENT RECORD OF CLASS	18.4
9.	TOO MUCH TIME AND EFFORT INVOLVED IN TRAVELING	51.2
10.	PREVENTS PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES	41.6
11.	MATURITY LEVEL OF THE STUDENT	40.0
12.	VOCATIONAL-EDUCATION PROGRAMS DO NOT MEET STUDENT'S NEEDS	28.0
13.	OTHER (please specify):	

Q-14 List at least three (3) key ingredients for making a skill center a success.

Distance and Location	23.2
Scheduling, Transportation	24.0
Public Relations, Awareness, Counseling	26.4
Job Placement Record	23.2
Separate Identity	6.4
Commitment, Dollars, Facilities	36.8
Student Interest, Reputation, Type of Curriculum, High-Quality Instructors	83.2

Q-15 Is it reasonable to assume that students from outlying areas will travel to a vocational skill center in sufficient numbers to justify building a centralized facility?

1.	YES	66.4
2.	NO	7.2
	Missing	26.4

Please explain:

Thank you for your cooperation in completing this questionnaire.